

## DOCUMENT RESUME

ED 338 834

CE 059 524

TITLE Commercial Art. Ohio's Competency Analysis Profile.

INSTITUTION Ohio State Univ., Columbus. Vocational Instructional Materials Lab.

SPONS AGENCY Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE 91

NOTE 34p.; Fo. related documents, see CE 059 517-542.

AVAILABLE FROM Vocational Instructional Materials Lab, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (\$1.50).

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS \*Commercial Art; Competence; \*Competency Based Education; Employment Potential; Entry Workers; Graphic Arts; High Schools; Job Analysis; Job Search Methods; \*Job Skills; Occupational Safety and Health; Photography; Portfolios (Background Materials); Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education

IDENTIFIERS DACUM Process; Ohio

## ABSTRACT

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 16 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the field of commercial art. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) professional behavior; (2) safety procedures; (3) basic laboratory skills; (4) business forms; (5) basic drawing skills; (6) media exposure; (7) design; (8) hand lettering; (9) layouts; (10) production; (11) computer art; (12) screen printing; (13) specialized functions; (14) photography; (15) self-marketing; and (16) employability skills. (KC)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED338834

# O CAP

## OHIO'S COMPETENCY ANALYSIS PROFILE

### COMMERCIAL ART

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OEI position or policy.

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*[Signature]*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

#### Employer Verification Panel

Richman Haire, *Richman Haire Photography*, Akron, Ohio

Lisa Hetzer, *Hetzer Design*, Vandaila, Ohio

Michael A. Hughes, *Wright-Patterson Air Force Base*, Springfield, Ohio

Benton Mahan, *Freelance Illustrator*, Chesterville, Ohio

Mark Murphy, *Communicā, Inc.*, Toledo, Ohio

Dean Neitman, *Dayton Daily News*, Dayton, Ohio

Robert Tanner, *Battelle Memorial Institute*, Columbus, Ohio

James L. Thoms, *Johnson & Hardin Company*, Fairfax, Ohio

William Trausch, *Wyse Advertising, Inc.*, Cleveland, Ohio

Division of Vocational and  
Career Education  
Ohio Department of Education

Vocational Instructional Materials Laboratory  
Center on Education and Training  
for Employment



BEST COPY AVAILABLE

CE059524



# What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

## How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

The **Employability Skills** portion of this list was verified by the following employer panel:

Gary J. Corrigan, *Dana Corporation*, Ottawa Lake, Michigan  
David Crooks, *Bowling Green State University Union Food Service*, Bowling Green, Ohio  
Pat Doerman, *Farrow's Harley-Davidson*, Columbus, Ohio  
William Gockenbach, *Kaiser Aluminum*, Heath, Ohio  
Patsy Hathaway, *CBS Personnel Services, Inc.*, Dayton, Ohio  
Marlyn Harman, *Marlyn Harman & Associates*, Cleveland, Ohio  
Thomas R. Hyldahl, *Toledo Edison*, Toledo, Ohio  
Carol C. James, *Ohio Contractors Association*, Columbus, Ohio  
James Mack, *Chrysler Jeep Assembly*, Toledo, Ohio  
Rocky McCoy, *Ironton-Lawrence Co. Community Action Organization*, Ironton, Ohio  
James Needs, *Independent Crop Producer*, Upper Sandusky, Ohio  
Ronald Simmons, *Former GM Executive*, Warren Ohio

## OHIO COMPETENCY ANALYSIS PROFILE

### COMMERCIAL ART

#### UNIT 1: Professional Behavior

##### COMPETENCY 1.0.1: Demonstrate good work conduct

###### COMPETENCY BUILDERS:

- 1.0.1.1 Respect rights and property of others
- 1.0.1.2 Exhibit professional actions
- 1.0.1.3 Follow established conduct rules
- 1.0.1.4 Practice punctuality and good attendance

##### COMPETENCY 1.0.2: Practice leadership qualities

###### COMPETENCY BUILDERS:

- 1.0.2.1 Participate in professional activities
- 1.0.2.2 Complete assigned work

##### COMPETENCY 1.0.3: Dress according to established code

###### COMPETENCY BUILDERS:

- 1.0.3.1 Practice good grooming habits
- 1.0.3.2 Dress appropriately

##### COMPETENCY 1.0.4: Demonstrate interaction skills

###### COMPETENCY BUILDERS:

- 1.0.4.1 Communicate effectively with peers
- 1.0.4.2 Communicate effectively with supervisors

##### COMPETENCY 1.0.5: Complete assignments within deadlines

###### COMPETENCY BUILDERS:

- 1.0.5.1 Practice effective time management
- 1.0.5.2 Maintain progress chart for assignments

\* Advancing  
\*\* Futuring

**COMPETENCY 1.0.6: Explore career opportunities**

**COMPETENCY BUILDERS:**

- 1.0.6.1 Interview practitioners
- 1.0.6.2 Tour local facilities
- 1.0.6.3 Discuss opportunities with guest speakers
- 1.0.6.4 Research trade magazines and/or newspapers
- 1.0.6.5 Maintain file of relevant articles
- 1.0.6.6 Demonstrate mastery of terminology, vocabulary, and jargon of commercial art field

**UNIT 2: Safety Procedures**

**COMPETENCY 2.0.1: Practice lab safety**

**COMPETENCY BUILDERS:**

- 2.0.1.1 Clean and maintain facility and equipment
- 2.0.1.2 Recognize health and safety hazards

**COMPETENCY 2.0.2: React to fire hazards and/or emergencies**

**COMPETENCY BUILDERS:**

- 2.0.2.1 Identify and label flammable materials
- 2.0.2.2 Locate all fire exits
- 2.0.2.3 Operate fire extinguishers

**COMPETENCY 2.0.3: Handle chemicals carefully**

**COMPETENCY BUILDERS:**

- 2.0.3.1 Store materials in safety containers
- 2.0.3.2 Dispose of all chemical waste
- 2.0.3.3 Practice manufacturer's recommendations
- 2.0.3.4 Use toxic materials in well-ventilated areas

**COMPETENCY 2.0.4: Handle cutting tools carefully**

**COMPETENCY BUILDERS:**

- 2.0.4.1 Discard disposable blades in approved containers
- 2.0.4.2 Use proper and safe cutting techniques
- 2.0.4.3 Cut on appropriate surfaces

**COMPETENCY 2.0.5: Wear personal safety apparel**

**COMPETENCY BUILDERS:**

- 2.0.5.1 Wear eye and/or face protection when appropriate
- 2.0.5.2 Wear gloves or aprons when appropriate
- 2.0.5.3 Wear face masks and/or respirators when appropriate

**UNIT 3: Basic Lab Skills**

**COMPETENCY 3.0.1: Use measuring devices**

**COMPETENCY BUILDERS:**

- 3.0.1.1 Measure with a ruler line lengths in units of 32nds, 16ths, 8ths, 4ths, and halves
- 3.0.1.2 Measure with a pica scale in units of points and picas
- 3.0.1.3 Apply triangulation process for equal space division of an unequal line
- 3.0.1.4 Measure with a metric ruler in units of millimeters and meters
- 3.0.1.5 Measure line lengths with an architect's scale
- 3.0.1.6 Measure and divide with compass and dividers
- 3.0.1.7 Calibrate reductions and enlargements using a proportion scale

**COMPETENCY 3.0.2: Use and maintain drawing instruments**

**COMPETENCY BUILDERS:**

- 3.0.2.1 Sharpen pencils with electric or manual sharpener
- 3.0.2.2 Remove wood with x-acto knife
- 3.0.2.3 Point pencil lead into a chisel or round shape with sandpaper block
- 3.0.2.4 Identify range and use of various pencil leads
- 3.0.2.5 Care for and use mechanical pencils
- 3.0.2.6 Use and maintain technical pens
- 3.0.2.7 Use and maintain ruling pens using inks and points
- 3.0.2.8 Use and maintain quill pens
- 3.0.2.9 Use and clean brushes
- 3.0.2.10 Use and maintain air brush

\* Advancing  
\*\* Futuring

**COMPETENCY 3.0.3: Practice mechanical drawing skills**

**COMPETENCY BUILDERS:**

- 3.0.3.1 Draw parallel lines with a straight edge or T-square using pencil, ink, and paint
- 3.0.3.2 Draw parallel vertical and angular lines with triangles and straight edge or T-square using pencil, ink, and paint
- 3.0.3.3 Draw circles with a compass using pencil, ink, and paint
- 3.0.3.4 Draw lines and shapes with guide and templates using pencils and ink

**COMPETENCY 3.0.4: Use and maintain cutting instruments**

**COMPETENCY BUILDERS:**

- 3.0.4.1 Score stock with various knives
- 3.0.4.2 Cut stock with various knives
- 3.0.4.3 Use and maintain paper cutter safely
- 3.0.4.4 Measure and cut mat

**COMPETENCY 3.0.5: Adhere and bond various media**

**COMPETENCY BUILDERS:**

- 3.0.5.1 Adhere wet and dry mounting using rubber cement
- 3.0.5.2 Adhere using waxer
- 3.0.5.3 Adhere using spray mount
- 3.0.5.4 Laminate with dry mount press

**UNIT 4: Business Forms**

**COMPETENCY 4.0.1: Prepare paperwork and files**

**COMPETENCY BUILDERS:**

- 4.0.1.1 Prepare and schedule work orders
- 4.0.1.2 Fill out time cards
- 4.0.1.3 Maintain complete job and reference files
- 4.0.1.4 Process release forms\*

\* Advancing  
\*\* Futuring



**COMPETENCY 4.0.2: Purchase equipment, supplies, and outside services**

**COMPETENCY BUILDERS:**

- 4.0.2.1 Maintain inventory
- 4.0.2.2 Investigate equipment and supply cost
- 4.0.2.3 Investigate current copyright and usage laws
- 4.0.2.4 Handle legal considerations and contract negotiations\*
- 4.0.2.5 Purchase outside services\*

**UNIT 5: Basic Drawing Skills**

**COMPETENCY 5.0.1: Complete life drawings**

**COMPETENCY BUILDERS:**

- 5.0.1.1 Sketch gesture and contour memory drawing using various media
- 5.0.1.2 Draw human skeletal figure
- 5.0.1.3 Draw human muscular structure
- 5.0.1.4 Draw foreshortened figure
- 5.0.1.5 Draw hands and feet
- 5.0.1.6 Draw head and facial figure
- 5.0.1.7 Draw children
- 5.0.1.8 Enhance human figures for commercial appeal

**COMPETENCY 5.0.2: Complete perspective drawings**

**COMPETENCY BUILDERS:**

- 5.0.2.1 Complete one-, two-, and three-point perspective drawings
- 5.0.2.2 Draw in measuring point perspective
- 5.0.2.3 Complete an orthographic drawing
- 5.0.2.4 Complete a plan projection and/or isometric drawing
- 5.0.2.5 Complete drawings based on cubes, cones, cylinders, and spheres

**COMPETENCY 5.0.3: Complete product drawings**

**COMPETENCY BUILDERS:**

- 5.0.3.1 Design a composition
- 5.0.3.2 Complete still-life drawings

\* Advancing  
\*\* Futuring



**UNIT 6: Media Exposure**

**COMPETENCY 6.0.1: Execute rendering techniques**

**COMPETENCY BUILDERS:**

- 6.0.1.1 Establish light source
- 6.0.1.2 Do a line drawing
- 6.0.1.3 Render continuous tone
- 6.0.1.4 Render in six-step value scale
- 6.0.1.5 Prepare transfer sheet
- 6.0.1.6 Transfer drawing to correct paper stock

**COMPETENCY 6.0.2: Utilize various media**

**COMPETENCY BUILDERS:**

- 6.0.2.1 Render in pencil
- 6.0.2.2 Render in charcoal or pastel
- 6.0.2.3 Render in colored pencils
- 6.0.2.4 Render in felt-tipped markers
- 6.0.2.5 Render in transparent painting techniques
- 6.0.2.6 Render in opaque painting techniques
- 6.0.2.7 Render in pen and ink techniques (i.e., line and shading)
- 6.0.2.8 Render with air brush
- 6.0.2.9 Create with mixed media (i.e., collage)
- 6.0.2.10 Create with nontraditional media\*

**UNIT 7: Design**

**COMPETENCY 7.0.1: Compose with shape and form**

**COMPETENCY BUILDERS:**

- 7.0.1.1 Design a composition using positive and negative space
- 7.0.1.2 Design a composition using dominance, subdominance, and subordinates
- 7.0.1.3 Design a composition using letter forms

**COMPETENCY 7.0.2: Compose a color study**

**COMPETENCY BUILDERS:**

- 7.0.2.1 Compose a value study
- 7.0.2.2 Compose a texture study
- 7.0.2.3 Compose a triad with a color wheel
- 7.0.2.4 Compose a design in full contrast\*
- 7.0.2.5 Compose a continuous tone design in high key\*
- 7.0.2.6 Compose a continuous tone design in low key\*

\* Advancing

\*\* Futuring

**UNIT 8: Hand Lettering**

**COMPETENCY 8.0.1: Apply hand lettering for roughs/comps**

**COMPETENCY BUILDERS:**

- 8.0.1.1 Indicate headlines and body copy using pencil and/or marker
- 8.0.1.2 Render letter forms using pen and ink
- 8.0.1.3 Apply dry transfer type
- 8.0.1.4 Render letter forms using mixed media\*

**COMPETENCY 8.0.2: Apply brush letterings and sign painting**

**COMPETENCY BUILDERS:**

- 8.0.2.1 Draw letter forms with stencils
- 8.0.2.2 Render one stroke letterforms
- 8.0.2.3 Render double letter fill in letterforms
- 8.0.2.4 Render cursive letterforms
- 8.0.2.5 Render italic letterforms
- 8.0.2.6 Render serif letterforms
- 8.0.2.7 Compose sign and/or showcase
- 8.0.2.8 Apply vinyl letters

**UNIT 9: Layouts**

**COMPETENCY 9.0.1: Research the job**

**COMPETENCY BUILDERS:**

- 9.0.1.1 Analyze message (content, purpose, audience, location of the reader)
- 9.0.1.2 Consider cost, quantity, and quality
- 9.0.1.3 Analyze layout elements and design requirements

**COMPETENCY 9.0.2: Draw in size ratio using the proportional scale**

**COMPETENCY BUILDERS:**

- 9.0.2.1 Scale photo or art for enlargement or reduction using proportional wheel for reproduction
- 9.0.2.2 Measure and figure enlargement or reduction of photo and art using ratio and proportion for reproduction

\* Advancing  
\*\* Futuring

**COMPETENCY 9.0.3: Draw thumbnail sketches**

**COMPETENCY BUILDERS:**

- 9.0.3.1 Visualize proposed product/idea in several small proportional sketches
- 9.0.3.2 Sketch elements of the layout

**COMPETENCY 9.0.4: Draw a rough**

**COMPETENCY BUILDERS:**

- 9.0.4.1 Refine thumbnail sketches of actual size drawing
- 9.0.4.2 Arrange all elements of layout
- 9.0.4.3 Apply color indication

**COMPETENCY 9.0.5: Prepare a comprehensive**

**COMPETENCY BUILDERS:**

- 9.0.5.1 Prepare paper for placement of layout elements
- 9.0.5.2 Select size and kind of type
- 9.0.5.3 Enlarge or reduce art with camera lucy, photocopier, or stat camera
- 9.0.5.4 Determine color and size of paper
- 9.0.5.5 Select color of ink to be used
- 9.0.5.6 Determine number of copies to be printed

**COMPETENCY 9.0.6: Produce a mock-up/dummy**

**COMPETENCY BUILDERS:**

- 9.0.6.1 Select existing product to determine folds
- 9.0.6.2 Make rough sketch of flat shape in scale
- 9.0.6.3 Select paper stock of similar weight and color of intended design
- 9.0.6.4 Cut out form and score folds
- 9.0.6.5 Prepare multiple page layout of printed product
- 9.0.6.6 Select size and kind of type
- 9.0.6.7 Determine color and size of paper
- 9.0.6.8 Select color of ink to be used

\* Advancing  
\*\* Futuring

**UNIT 10: Production**

**COMPETENCY 10.0.1: Select appropriate type style**

**COMPETENCY BUILDERS:**

- 10.0.1.1 Analyze requirements of job
- 10.0.1.2 Select and order typeface
- 10.0.1.3 Select and order type size, leading, and width
- 10.0.1.4 Fit copy for proper size

**COMPETENCY 10.0.2: Measure with pica scale**

**COMPETENCY BUILDERS:**

- 10.0.2.1 Measure line lengths in points and picas
- 10.0.2.2 Measure type heights in points
- 10.0.2.3 Add, subtract, multiply, and divide points and picas

**COMPETENCY 10.0.3: Spec type**

**COMPETENCY BUILDERS:**

- 10.0.3.1 Determine number of characters in manuscript
- 10.0.3.2 Select style and size of type and determine number of characters per pica
- 10.0.3.3 Select copy block width for layout
- 10.0.3.4 Determine number of lines needed
- 10.0.3.5 Determine depth the manuscript requires
- 10.0.3.6 Determine number of pages manuscript requires
- 10.0.3.7 Determine copy needed to fit a known space
- 10.0.3.8 Determine depth of copy using type gauge

**COMPETENCY 10.0.4: Proof copy using proofreader's marks**

**COMPETENCY BUILDERS:**

- 10.0.4.1 Prepare manuscript with correct proofreader's marks
- 10.0.4.2 Proofread type galley and mark corrections or changes

**COMPETENCY 10.0.5: Set type**

**COMPETENCY BUILDERS:**

- 10.0.5.1 Set type using alternatives methods
- 10.0.5.2 Set type on computer

\* Advancing  
\*\* Futuring

**COMPETENCY 10.0.6: Calculate percent of enlargement or reduction with proportional scale**

**COMPETENCY BUILDERS:**

- 10.0.6.1 Determine original size of art width or length and locate it on wheel of the scale
- 10.0.6.2 Find desired size on wheel of the scale
- 10.0.6.3 Align two measures and determine percentage or number of times of enlargement or reduction
- 10.0.6.4 Indicate percentage on photo or art

**COMPETENCY 10.0.7: Operate and maintain stat camera**

**COMPETENCY BUILDERS:**

- 10.0.7.1 Mix chemical for processor
- 10.0.7.2 Place copy on print board
- 10.0.7.3 Set correct F-stop
- 10.0.7.4 Calculate enlargement and/or reduction; set and make adjustment
- 10.0.7.5 Prepare a test strip
- 10.0.7.6 Make a line chart
- 10.0.7.7 Shoot a halftone
- 10.0.7.8 Shoot photo as conversion art

**COMPETENCY 10.0.8: Prepare photos for reproduction**

**COMPETENCY BUILDERS:**

- 10.0.8.1 Mount photo on appropriate board
- 10.0.8.2 Apply tissue and flap
- 10.0.8.3 Indicate proper instructions for printing

**COMPETENCY 10.0.9: Prepare mechanical with appropriate overlays**

**COMPETENCY BUILDERS:**

- 10.0.9.1 Interpret layout
- 10.0.9.2 Locate position of elements
- 10.0.9.3 Paste up and align on board
- 10.0.9.4 Size and key separate art elements
- 10.0.9.5 Execute overlays for proper colors and/or screens

\* Advancing  
\*\* Futuring

**COMPETENCY 10.0.10: Prepare instructional overlay sheet for printing**

**COMPETENCY BUILDERS:**

- 10.0.10.1 Tape tissue over mechanical base board
- 10.0.10.2 Write and indicate appropriate instructions to printer
- 10.0.10.3 Cut and tape flap to mechanical base board
- 10.0.10.4 Proof final art

**COMPETENCY 10.0.11: Select paper stock and ink for reproduction**

**COMPETENCY BUILDERS:**

- 10.0.11.1 Identify grade classification
- 10.0.11.2 Determine basic size
- 10.0.11.3 Determine basic size weights
- 10.0.11.4 Design application
- 10.0.11.5 Refer to color identification chart
- 10.0.11.6 Calculate folds, scoring, and perforation

**COMPETENCY 10.0.12: Differentiate between printing processes**

**COMPETENCY BUILDERS:**

- 10.0.12.1 Assess single- and multi-color printing processes
- 10.0.12.2 Assess four-color process offset printing
- 10.0.12.3 Assess roto-gravure printing
- 10.0.12.4 Differentiate between sheet fed and web printing

**UNIT 11: Computer Art**

**COMPETENCY 11.0.1: Perform basic operational procedures**

**COMPETENCY BUILDERS:**

- 11.0.1.1 Review start-up and shut-down procedure
- 11.0.1.2 Format disk
- 11.0.1.3 Copy files
- 11.0.1.4 Load programs
- 11.0.1.5 Organize file management

\* Advancing  
\*\* Futuring

**COMPETENCY 11.0.2: Produce a color separated page**

**COMPETENCY BUILDERS:**

- 11.0.2.1 Enter and edit text or document using word processing software
- 11.0.2.2 Format text on document for printing using word processing software
- 11.0.2.3 Format page design using desktop publishing software
- 11.0.2.4 Add graphic elements using desktop publishing software
- 11.0.2.5 Scan text and image
- 11.0.2.6 Create computer graphics

**UNIT 12: Screen Printing**

**COMPETENCY 12.0.1: Design an image for screen print**

**COMPETENCY BUILDERS:**

- 12.0.1.1 Analyze subject of print
- 12.0.1.2 Prepare a color comprehension of composition

**COMPETENCY 12.0.2: Stretch a screen**

**COMPETENCY BUILDERS:**

- 12.0.2.1 Cut silk 2" wider than frame on all sides
- 12.0.2.2 Wash silk in warm water
- 12.0.2.3 Attach silk to frame using the staple or tile-stretch cord method
- 12.0.2.4 Trim off excess silk
- 12.0.2.5 Cover staples or tile-stretch cord with gummed tape
- 12.0.2.6 Paint a coat of lacquer over gummed tape

**COMPETENCY 12.0.3: Prepare a screen**

**COMPETENCY BUILDERS:**

- 12.0.3.1 Remove any ink residue from silk with appropriate solvent
- 12.0.3.2 Scrub silk with microgrit
- 12.0.3.3 Wash screen with decreasing agent or dish soap
- 12.0.3.4 Follow all safety procedures where working with ink and solvents



**COMPETENCY 12.0.4: Mask a screen for printing**

**COMPETENCY BUILDERS:**

- 12.0.4.1 Tape form inside edges of screen frame
- 12.0.4.2 Prepare shim between frame and printing bed or receiving surface

**COMPETENCY 12.0.5: Produce print with paper stencil screen**

**COMPETENCY BUILDERS:**

- 12.0.5.1 Cut a piece of stencil paper the same size as the outside dimension of screen frame
- 12.0.5.2 Trace design and cut out
- 12.0.5.3 Cut stock to size and place sheet on printing bed
- 12.0.5.4 Set up registration guides
- 12.0.5.5 Place original design on board
- 12.0.5.6 Place paper stencil on top of original and lower screen frame
- 12.0.5.7 Ink screen to attach stencil
- 12.0.5.8 Remove original art
- 12.0.5.9 Print desired number of copies
- 12.0.5.10 Clean screen

**COMPETENCY 12.0.6: Produce a print with lacquer or water soluble cut film screen**

**COMPETENCY BUILDERS:**

- 12.0.6.1 Cut film 2" larger on all sides through original design
- 12.0.6.2 Place film over original art with emulsion side lip
- 12.0.6.3 Cut out design and remove area to be printed
- 12.0.6.4 Adhere film to screen, allow to dry, remove mylar backing
- 12.0.6.5 Wash nonimage areas
- 12.0.6.6 Set up guides
- 12.0.6.7 Run prints

\* Advancing  
\*\* Futuring

**COMPETENCY 12.0.7: Produce a print with direct or indirect photographic screen**

**COMPETENCY BUILDERS:**

- 12.0.7.1 Prepare positive image of design on transparent carrier
- 12.0.7.2 Cut film or coat screen with light sensitive emulsion
- 12.0.7.3 Expose film on screen to timed light source
- 12.0.7.4 Develop film and wash out image areas exposed to light  
(If the indirect photo film is used, it is burned, developed, and adhered to screen. After drying the mylar acetate is removed)
- 12.0.7.5 Wash nonimage areas
- 12.0.7.6 Set up guides
- 12.0.7.7 Run prints
- 12.0.7.8 Clean screen

**COMPETENCY 12.0.8: Produce a multicolor screen print**

**COMPETENCY BUILDERS:**

- 12.0.8.1 Prepare a separate stencil for each color using registration
- 12.0.8.2 Print an impression on the medium
- 12.0.8.3 Dry impression
- 12.0.8.4 Print additional colors
- 12.0.8.5 Clean screen following all safety precautions

**UNIT 13: Specialized Functions**

**COMPETENCY 13.0.1: Render a fashion figure**

**COMPETENCY BUILDERS:**

- 13.0.1.1 Select pose
- 13.0.1.2 Sketch human figure in an elongated form
- 13.0.1.3 Transfer to appropriate board for media
- 13.0.1.4 Render cloth textures and folds as line art or continuous tone art suitable for reproduction

**COMPETENCY 13.0.2: Render a hard-good for retail illustration**

**COMPETENCY BUILDERS:**

- 13.0.2.1 Draw hard-good
- 13.0.2.2 Transfer to appropriate board for selected media
- 13.0.2.3 Render hard-good as line-art or continuous tone art in appropriate techniques for reproduction

\* Advancing  
\*\* Futuring

**COMPETENCY 13.0.3: Render a soft-good for retail illustration**

**COMPETENCY BUILDERS:**

- 13.0.3.1 Select and draw objects
- 13.0.3.2 Transfer drawing to appropriate board
- 13.0.3.3 Use appropriate techniques for reproduction

**COMPETENCY 13.0.4: Design a point-of-purchase display**

**COMPETENCY BUILDERS:**

- 13.0.4.1 Analyze client need(s), subject matter, placement, and format or style
- 13.0.4.2 Prepare rough layout
- 13.0.4.3 Prepare color comprehensive
- 13.0.4.4 Prepare model\*

**COMPETENCY 13.0.5: Draw and render technical illustration**

**COMPETENCY BUILDERS:**

- 13.0.5.1 Research subject matter
- 13.0.5.2 Analyze job specifications
- 13.0.5.3 Complete rough sketch
- 13.0.5.4 Transfer to appropriate surface
- 13.0.5.5 Render using appropriate medium

**COMPETENCY 13.0.6: Render a medical illustration\***

**COMPETENCY BUILDERS:**

- 13.0.6.1 Research job\*
- 13.0.6.2 Gather materials\*
- 13.0.6.3 Produce rough\*
- 13.0.6.4 Render color comprehensive\*

**COMPETENCY 13.0.7: Produce package design\***

**COMPETENCY BUILDERS:**

- 13.0.7.1 Analyze the elements and/or requirements of the product\*
- 13.0.7.2 Develop project from rough to comprehensive\*
- 13.0.7.3 Gather supplies and select media\*
- 13.0.7.4 Cut out form and secure folds to produce mockup\*
- 13.0.7.5 Photograph for portfolio\*

\* Advancing

\*\* Futuring

**COMPETENCY 13.0.8: Prepare storyboard\***

**COMPETENCY BUILDERS:**

- 13.0.8.1 Analyze manuscript\*
- 13.0.8.2 Illustrate series of "still" separate images in individual frames which represent sequence for commercial or film\*
- 13.0.8.3 Render in color markers\*
- 13.0.8.4 Type or hand-letter "gags" or copy\*
- 13.0.8.5 Make presentation to client\*

**COMPETENCY 13.0.9: Produce backdrop\***

**COMPETENCY BUILDERS:**

- 13.0.9.1 Sketch rough and/or comps\*
- 13.0.9.2 Determine materials and media needed\*
- 13.0.9.3 Build a scale model of backdrop\*

**COMPETENCY 13.0.10: Prepare corporate logo\***

**COMPETENCY BUILDERS:**

- 13.0.10.1 Select and/or design a logo or trademark for client(s)\*
- 13.0.10.2 Design letterhead with trademark\*
- 13.0.10.3 Design business card\*
- 13.0.10.4 Design invoice(s)\*
- 13.0.10.5 Design billing form\*
- 13.0.10.6 Design envelope\*
- 13.0.10.7 Design signage of company vehicles\*
- 13.0.10.8 Prepare corporate identity package(s)\*
- 13.0.10.9 Design cover(s) for annual report(s)\*

**COMPETENCY 13.0.11: Design signage displays\***

**COMPETENCY BUILDERS:**

- 13.0.11.1 Research job\*
- 13.0.11.2 Gather materials\*
- 13.0.11.3 Gather signage specifications\*
- 13.0.11.4 Render thumbnail sketches\*
- 13.0.11.5 Render selected thumbnails in scale\*
- 13.0.11.6 Render color comprehensive\*
- 13.0.11.7 Mount for presentation\*

\* Advancing  
\*\* Futuring

**UNIT 14: Photography**

**COMPETENCY 14.0.1: Load and unload film in camera**

**COMPETENCY BUILDERS:**

- 14.0.1.1 Gather materials and equipment
- 14.0.1.2 Open back of camera
- 14.0.1.3 Drop film canister into film well
- 14.0.1.4 Pull leader to advancing wheel and insert into slot
- 14.0.1.5 Depress shutter release and wind advancing arm
- 14.0.1.6 Close camera back
- 14.0.1.7 Depress shutter release and wind advancing arm until film has advanced to first frame
- 14.0.1.8 Depress film release button on bottom of camera when film is exposed
- 14.0.1.9 Flip rewind arm into position and rewind film into film canister
- 14.0.1.10 Remove film canister from camera

**COMPETENCY 14.0.2: Adjust settings for correct exposure**

**COMPETENCY BUILDERS:**

- 14.0.2.1 Turn on camera light meter
- 14.0.2.2 Follow manufacturer's recommendation for correct exposure
- 14.0.2.3 Mount camera on tripod

**COMPETENCY 14.0.3: Take picture to a tight layout**

**COMPETENCY BUILDERS:**

- 14.0.3.1 Gather materials and equipment
- 14.0.3.2 Select subject matter
- 14.0.3.3 Style and arrange subject matter according to layout
- 14.0.3.4 Use diffused light source
- 14.0.3.5 Choose and mount lens for desired composition (i.e., wide angle, telephoto, etc.)
- 14.0.3.6 Compose desired image through viewfinder
- 14.0.3.7 Read light meter
- 14.0.3.8 Adjust F-stops and shutter speeds for correct exposure
- 14.0.3.9 Focus
- 14.0.3.10 Press shutter release button
- 14.0.3.11 Advance to next frame with advancing arm

\* Advancing  
\*\* Futuring

**COMPETENCY 14.0.4: Mix chemicals for film developing**

**COMPETENCY BUILDERS:**

- 14.0.4.1 Assemble equipment and chemistry
- 14.0.4.2 Put on safety apparel
- 14.0.4.3 Follow manufacturer's directions for film developing chemistry
- 14.0.4.4 Mix chemicals for developing film and store in proper containers
- 14.0.4.5 Mix chemicals for developing prints and store in proper containers
- 14.0.4.6 Mix chemicals for shop bath and store in proper containers
- 14.0.4.7 Mix chemicals for fixer and store in proper containers
- 14.0.4.8 Clean work area

**COMPETENCY 14.0.5: Develop black and white film**

**COMPETENCY BUILDERS:**

- 14.0.5.1 Remove film from container in a totally dark room
- 14.0.5.2 Rip off leader
- 14.0.5.3 Wind film on film wheel
- 14.0.5.4 Rip tape from film and place wheel in light tight tank and replace lid on tank
- 14.0.5.5 Turn on safety lights
- 14.0.5.6 Follow manufacturer's directions to complete developing process

**COMPETENCY 14.0.6: Develop a contact print**

**COMPETENCY BUILDERS:**

- 14.0.6.1 Assemble print developing chemistry in proper trays
- 14.0.6.2 Work under safety lights only
- 14.0.6.3 Expose test strip for developing time reference
- 14.0.6.4 Adjust enlarger for proper exposure over contact printer
- 14.0.6.5 Stop down enlarger for proper exposure
- 14.0.6.6 Place photo paper on contact printer emulsion side up
- 14.0.6.7 Place negatives cut in strips, emulsions side down on photo paper
- 14.0.6.8 Close contact printer
- 14.0.6.9 Expose negative
- 14.0.6.10 Develop print through developer, stop bath, fixer and wash chemistry using manufacturer's recommended procedure

\* Advancing  
\*\* Futuring

**COMPETENCY 14.0.7: Enlarge print(s)**

**COMPETENCY BUILDERS:**

- 14.0.7.1 Select best image to print from contact sheet
- 14.0.7.2 Gather material and equipment
- 14.0.7.3 Place negative in negative carrier in photo enlarger
- 14.0.7.4 Adjust enlarger to desired size projected on photo easel
- 14.0.7.5 Crop according to layout so that undesired area is off photo paper
- 14.0.7.6 Focus enlarger
- 14.0.7.7 Turn off enlarger and place photo paper on easel
- 14.0.7.8 Expose according to test strip reference
- 14.0.7.9 Develop print

**COMPETENCY 14.0.8: Make a color copy slide\***

**COMPETENCY BUILDERS:**

- 14.0.8.1 Gather materials and equipment\*
- 14.0.8.2 Set up artwork for flat copy\*
- 14.0.8.3 Adjust lighting\*
- 14.0.8.4 Set up camera\*
- 14.0.8.5 Take photograph\*
- 14.0.8.6 Have film processed\*

**UNIT 15: Self-Marketing**

**COMPETENCY 15.0.1: Assemble and maintain general portfolio**

**COMPETENCY BUILDERS:**

- 15.0.1.1 Select choice representatives of skill (10-15 pieces)
- 15.0.1.2 Design and neatly arrange a portfolio
- 15.0.1.3 Select appropriate portfolio size
- 15.0.1.4 Mount work in acetate-overlay portfolio pages or on consistently sized, acetate-wrapped boards
- 15.0.1.5 Assemble work in commercial portfolio case or book
- 15.0.1.6 Make a portfolio presentation for critique to industry representatives annually

**COMPETENCY 15.0.2: Prepare a resumé**

**COMPETENCY BUILDERS:**

- 15.0.2.1 Gather information
- 15.0.2.2 Design resumé
- 15.0.2.3 Reproduce 20 copies

\* Advancing  
\*\* Futuring



**COMPETENCY 15.0.3: Prepare a qualifications brief**

**COMPETENCY BUILDERS:**

- 15.0.3.1 Write copy of skills needed, demonstrated, and/or gained on various jobs
- 15.0.3.2 Assemble in brief format
- 15.0.3.3 Reproduce two professionally prepared copies

**COMPETENCY 15.0.4: Prepare cover letter**

**COMPETENCY BUILDERS:**

- 15.0.4.1 Research job/company for background information
- 15.0.4.2 Gather materials
- 15.0.4.3 Write letter
- 15.0.4.4 Proof letter
- 15.0.4.5 Type letter

**COMPETENCY 15.0.5: Participate in mock interview**

**COMPETENCY BUILDERS:**

- 15.0.5.1 Research job/company
- 15.0.5.2 Dress appropriately
- 15.0.5.3 Present portfolio pieces
- 15.0.5.4 Present résumé and discuss qualifications
- 15.0.5.5 Display professional attitude

**COMPETENCY 15.0.6: Research employment opportunities**

**COMPETENCY BUILDERS:**

- 15.0.6.1 Use yellow pages and consult advertising representatives
- 15.0.6.2 Research daily and weekly local newspapers
- 15.0.6.3 Research major daily newspapers
- 15.0.6.4 Research regional advertising through commercial art trade journals and professional associations
- 15.0.6.5 Research potential employers via library reference materials

**UNIT 16: Employability Skills**

**SUBUNIT 16.1: Career Development**

**COMPETENCY 16.1.1: Investigate career options**

**COMPETENCY BUILDERS:**

- 16.1.1.1 Determine interests and aptitudes
- 16.1.1.2 Identify career options
- 16.1.1.3 Research occupations matching interests and aptitudes
- 16.1.1.4 Select career(s) that best match(es) interests and aptitudes
- 16.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
- 16.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
- 16.1.1.7 Develop a career plan

**COMPETENCY 16.1.2: Analyze potential barriers to employment**

**COMPETENCY BUILDERS:**

- 16.1.2.1 Identify common barriers to employment
- 16.1.2.2 Develop strategies to overcome employment barriers

**UNIT 16: Employability Skills**

**SUBUNIT 16.2: Decision Making and Problem Solving**

**COMPETENCY 16.2.1: Apply decision-making techniques in the workplace**

**COMPETENCY BUILDERS:**

- 16.2.1.1 Identify the decision to be made
- 16.2.1.2 Compare alternatives
- 16.2.1.3 Determine consequences of each alternative
- 16.2.1.4 Make decisions based on values and goals
- 16.2.1.5 Evaluate the decision made

\* Advancing  
\*\* Futuring

**COMPETENCY 16.2.2: Apply problem-solving techniques in the workplace**

**COMPETENCY BUILDERS:**

- 16.2.2.1 Diagnose the problem and its causes
- 16.2.2.2 Identify alternatives and their consequences in relation to the problem
- 16.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
- 16.2.2.4 Utilize resources to explore possible solutions to the problem
- 16.2.2.5 Compare and contrast the advantages and disadvantages of each solution
- 16.2.2.6 Determine appropriate action
- 16.2.2.7 Evaluate results

**UNIT 16: Employability Skills**

**SUBUNIT 16.3: Work Ethic**

**COMPETENCY 16.3.1: Evaluate the relationship of self-esteem to work ethic**

**COMPETENCY BUILDERS:**

- 16.3.1.1 Identify special characteristics and abilities in self and others
- 16.3.1.2 Identify internal and external factors that affect self-esteem

**COMPETENCY 16.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace**

**COMPETENCY BUILDERS:**

- 16.3.2.1 Distinguish between values and goals
- 16.3.2.2 Determine the importance of values and goals
- 16.3.2.3 Evaluate how values affect goals
- 16.3.2.4 Identify short-term and long-term goals
- 16.3.2.5 Prioritize personal goals
- 16.3.2.6 Describe how personal values are reflected in work ethic
- 16.3.2.7 Describe how interactions in the workplace affect personal work ethic
- 16.3.2.8 Examine how life changes affect personal work ethic

\* Advancing  
\*\* Futuring

**COMPETENCY 16.3.3: Demonstrate work ethic**

**COMPETENCY BUILDERS:**

- 16.3.3.1 Examine factors that influence work ethic
- 16.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

**UNIT 16: Employability Skills**

**SUBUNIT 16.4: Job-Seeking Skills**

**COMPETENCY 16.4.1: Prepare for employment**

**COMPETENCY BUILDERS:**

- 16.4.1.1 Identify traditional and nontraditional employment sources
- 16.4.1.2 Utilize employment sources
- 16.4.1.3 Research job opportunities, including nontraditional careers
- 16.4.1.4 Interpret equal employment opportunity laws
- 16.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
- 16.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

**COMPETENCY 16.4.2: Design a résumé**

**COMPETENCY BUILDERS:**

- 16.4.2.1 Identify personal strengths and weaknesses
- 16.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
- 16.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
- 16.4.2.4 Complete résumé using various formats
- 16.4.2.5 Secure references

\* Advancing  
\*\* Futuring

**COMPETENCY 16.4.3: Complete and process job application forms**

**COMPETENCY BUILDERS:**

- 16.4.3.1 Explain the importance of an application form
- 16.4.3.2 Identify ways to obtain job application forms
- 16.4.3.3 Describe methods for handling illegal questions on job application forms
- 16.4.3.4 Demonstrate legible written communications skills using correct grammar, spelling, and concise wording
- 16.4.3.5 Return application to proper person, request interview, and follow up

**COMPETENCY 16.4.4: Demonstrate interviewing skills**

**COMPETENCY BUILDERS**

- 16.4.4.1 Investigate interview environment and procedures
- 16.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
- 16.4.4.3 Demonstrate question and answer techniques
- 16.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

**COMPETENCY 16.4.5: Secure employment**

**COMPETENCY BUILDERS:**

- 16.4.5.1 Identify present and future employment opportunities within an occupation/organization
- 16.4.5.2 Research the organization/company
- 16.4.5.3 Use follow-up techniques to enhance employment potential
- 16.4.5.4 Compare and evaluate job offers

**UNIT 16: Employability Skills**

**SUBUNIT 16.5: Job Retention Skills**

**COMPETENCY 16.5.1: Analyze the organizational structure of the workplace**

**COMPETENCY BUILDERS:**

- 16.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
- 16.5.1.2 Be aware of and obey all company policies and procedures
- 16.5.1.3 Examine the role/relationship between employee and employer
- 16.5.1.4 Recognize opportunities for advancement and reasons for termination

**COMPETENCY 16.5.2: Maintain positive relations with others**

**COMPETENCY BUILDERS:**

- 16.5.2.1 Exhibit appropriate work habits and attitude
- 16.5.2.2 Identify behaviors to establish successful working relationships
- 16.5.2.3 Cooperate and compromise through teamwork and group participation
- 16.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

**UNIT 16: Employability Skills**

**SUBUNIT 16.6: Job Advancement**

**COMPETENCY 16.6.1: Analyze opportunities for personal and career growth**

**COMPETENCY BUILDERS:**

- 16.6.1.1 Determine opportunities within an occupation/organization
- 16.6.1.2 Compare and contrast other opportunities
- 16.6.1.3 List benefits of job advancement
- 16.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

\* Advancing  
\*\* Futuring

**COMPETENCY 16.6.2: Exhibit characteristics needed for advancement**

**COMPETENCY BUILDERS:**

- 16.6.2.1 Display a positive attitude
- 16.6.2.2 Demonstrate knowledge of a position
- 16.6.2.3 Perform quality work
- 16.6.2.4 Adapt to changing situations and technology
- 16.6.2.5 Demonstrate capability for different positions
- 16.6.2.6 Participate in continuing education/training programs
- 16.6.2.7 Respect, accept, and work with ALL individuals in the workplace

**UNIT 16: Employability Skills**

**SUBUNIT 16.7: Technology in the Workplace**

**COMPETENCY 16.7.1: Assess the impact of technology in the workplace**

**COMPETENCY BUILDERS:**

- 16.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
- 16.7.1.2 Investigate the use of technology in the workplace
- 16.7.1.3 Analyze how present skills can be applied to learning new technologies

**COMPETENCY 16.7.2: Use a variety of technological applications**

**COMPETENCY BUILDERS:**

- 16.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
- 16.7.2.2 Use technology to accomplish assigned tasks
- 16.7.2.3 Create solutions to problems using technical means



**UNIT 16: Employability Skills**

**SUBUNIT 16.8: Lifelong Learning**

**COMPETENCY 16.8.1: Apply lifelong learning to individual situations**

**COMPETENCY BUILDERS:**

- 16.8.1.1 Define lifelong learning
- 16.8.1.2 Identify factors that cause the need for lifelong learning

**COMPETENCY 16.8.2: Adapt to change**

**COMPETENCY BUILDERS:**

- 16.8.2.1 Analyze the effects of change
- 16.8.2.2 Identify reasons why goals change
- 16.8.2.3 Describe the importance of flexibility when reevaluating goals
- 16.8.2.4 Evaluate the need for continuing education/training

**UNIT 16: Employability Skills**

**SUBUNIT 16.9: Economic Education**

**COMPETENCY 16.9.1: Analyze global enterprise systems**

**COMPETENCY BUILDERS:**

- 16.9.1.1 Identify characteristics of various enterprise systems
- 16.9.1.2 Examine the relationship between competition, risk, and profit
- 16.9.1.3 Illustrate how supply and demand influence price

**COMPETENCY 16.9.2: Evaluate personal money management**

**COMPETENCY BUILDERS:**

- 16.9.2.1 Describe the need for personal management records
- 16.9.2.2 Identify methods of taxation
- 16.9.2.3 Analyze how credit affects financial security
- 16.9.2.4 Compare types and methods of investments
- 16.9.2.5 Prepare a personal budget
- 16.9.2.6 Be an informed and responsible consumer
- 16.9.2.7 Analyze the effects of advertising on the consumer

\* Advancing  
\*\* Futuring

**UNIT 16: Employability Skills**

**SUBUNIT 16.10: Balancing Work and Family**

**COMPETENCY 16.10.1: Analyze the effects of family on work**

**COMPETENCY BUILDERS:**

- 16.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
- 16.10.1.2 Identify present and future family structures and responsibilities
- 16.10.1.3 Describe personal and family roles
- 16.10.1.4 Analyze concerns of working parent(s)
- 16.10.1.5 Examine how family responsibilities can conflict with work
- 16.10.1.6 Resolve family-related conflicts
- 16.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

**COMPETENCY 16.10.2: Analyze the effects of work on family**

**COMPETENCY BUILDERS:**

- 16.10.2.1 Identify responsibilities associated with paid and nonpaid work
- 16.10.2.2 Compare the advantages and disadvantages of multiple incomes
- 16.10.2.3 Examine how work can conflict with family responsibilities
- 16.10.2.4 Describe how work-related stress can affect families
- 16.10.2.5 Identify family support systems and resources

**UNIT 16: Employability Skills**

**SUBUNIT 16.11: Citizenship in the Workplace**

**COMPETENCY 16.11.1: Exercise the rights and responsibilities of citizenship in the workplace**

**COMPETENCY BUILDERS:**

- 16.11.1.1 Identify the basic rights and responsibilities of citizenship
- 16.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

\* Advancing  
\*\* Futuring

**COMPETENCY 16.11.2: Cooperate with others in the workplace**

**COMPETENCY BUILDERS:**

- 16.11.2.1 Identify situations in which compromise is necessary
- 16.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
- 16.11.2.3 Demonstrate initiative to facilitate cooperation
- 16.11.2.4 Give and receive constructive criticism to enhance cooperation

**UNIT 16: Employability Skills**

**SUBUNIT 16.12: Leadership**

**COMPETENCY 16.12.1: Evaluate leadership styles appropriate for the workplace**

**COMPETENCY BUILDERS:**

- 16.12.1.1 Identify characteristics of effective leaders
- 16.12.1.2 Compare leadership styles
- 16.12.1.3 Demonstrate effective delegation skills
- 16.12.1.4 Identify opportunities to lead in the workplace

**COMPETENCY 16.12.2: Demonstrate effective teamwork skills**

**COMPETENCY BUILDERS:**

- 16.12.2.1 Identify the responsibilities of a valuable group member
- 16.12.2.2 Exhibit open-mindedness
- 16.12.2.3 Identify methods of involving each member of a team
- 16.12.2.4 Contribute to the efficiency and success of a group
- 16.12.2.5 Determine ways to motivate others

**COMPETENCY 16.12.3: Utilize effective communication skills**

**COMPETENCY BUILDERS:**

- 16.12.3.1 Demonstrate the importance of listening
- 16.12.3.2 Demonstrate assertive communication
- 16.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
- 16.12.3.4 Analyze written material
- 16.12.3.5 Prepare written material
- 16.12.3.6 Give and receive feedback
- 16.12.3.7 Articulate thoughts
- 16.12.3.8 Use appropriate language

\* Advancing  
\*\* Futuring

UNIT 16: Employability Skills

SUBUNIT 16.13: Entrepreneurship

COMPETENCY 16.13.1: Evaluate the role of small business in the economy

COMPETENCY BUILDERS:

- 16.13.1.1 Identify the benefits of small business to a community
- 16.13.1.2 Analyze opportunities for small business in a community

COMPETENCY 16.13.2: Examine considerations of starting a business

COMPETENCY BUILDERS:

- 16.13.2.1 Research a business idea
- 16.13.2.2 Compare various ways to become a small business owner
- 16.13.2.3 Investigate factors to consider in financing a new business
- 16.13.2.4 Evaluate entrepreneurship as a career option

Distributed by

**Vocational Instructional Materials Laboratory**

The Ohio State University  
1900 Kenny Road  
Columbus, Ohio 43210-1090